DOCUMENT RESUME

ED 287 808 SP 029 327

AUTHOR Petracek, Svatopluk
TITLE Improvement of the Teacher Education for the World of Work.
PUB DATE Jul 87
NOTE 15p.; Paper presented at the World Assembly of the International Council on Education for Teaching (34th, Eindhoven, Netherlands, July 20-24, 1987).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Educational Cooperation; *Educational Improvement; Education Work Relationship; Foreign Countries; Higher Education; *Inservice Teacher Education; *International Cooperation; *Interprofessional Relationship; Staff Development
IDENTIFIERS *Czechoslovakia; *Europe

ABSTRACT

This document discusses the general characteristics and features of staff development for teachers in Europe, including a brief description of staff development in Czechoslovakia. Information regarding the general characteristics was obtained from a symposium on staff development, at which the participating nations agreed that staff development could be improved through several types of teacher activities, including information exchange, workshops, the pooling of resources, creation of regional teams of educational researchers, production of regional inventories, publications of pedagogical practices and experiences, and academic exchanges. Information presented on staff development in Czechoslovakia focuses mainly on certifications, courses, and evaluation practices used with higher education personnel. (CB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED287808

ICET Thirty-Fourth World Assembly.

Teacher Education for the World of Work:

Economic, Social and Professional Imperatives

for the Twenty-First Century.

Eindhoven University of Technology,

Eindhoven, the Netherlands, July 20-24, 1987.

I m p r o v e m e n t
o f t h e T e a c h e r E d u c a t i o n
f o r t h e W o r l d o f W o r k .

(Contribution to the Subtheme 1 of Conference Topics)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

ICET

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Paper presented by

Svatopluk Petráček, LLD, PhD.
Associate professor of Charles University
Director of the European Information
Centre of Charles University
for Further Education of Teachers
Kaprova Str. 14
110 00 Prague 1
Czechoslovakia

SP 029 327

BEST COPY AVAILABLE

IMPROVEMENT OF THE TEACHER EDUCATION FOR THE WORLD OF WORK

Making every endeavour aimed at the enhancement of in-service teacher education brought in line with socio-economic and cultural development of the respective society is the imperative not only for 21 century but yet for the end of 20 century. Today the teacher is permanently facing the demands on quality of his/her traditional teaching performance, and also on the ability to get acquainted systematically with the recent educational knowledge and experience, to cope with new educational methods and communication technology. Important is also the teacher's engagement in educational research and embeding of educational reforms which makes an essential contribution to social development as a whole.

In order to maintain the level of pre- and in-service teacher education balanced with socio-economic and cultural development there are institutions to prepare would-be-teachers as well as the whole network of in-service teacher education having been established. Both they emphasize namely the training of pre-school facilities teachers and teachers for the lower and upper levels of educational systems. No longer before some recent years a certain real need in dealing with the issues on staff development have proved to be incentive in order that the level of their educational and research performance should match up the increasing socio-economic and cultural development including the world of work.

My concern in this paper is

a) to refer on some general characteristic features in the field of staff development covering the European region;

b) to give a brief characteristics to staff development in the C.S.S.R.

As regards the current state of staff development in the European region since the beginning of the 1980's we have ascertined an essential activity. Remarkable is the activity developed within the Unesco program and some non-governmental organizations cooperating with Unesco (e.g. EARDHE - European Association for Research

and Development in Higher Education; ICET - International Council on Education for Teaching) as well as activity exerted in international fora organized by Universities, some of them even annualy, for example the annual international seminars on "Staff and Educational Development" given by Newcastle upon Tyne Polytechnic and the University of Maryland.

A systematic approach to the solution of a given problem area shows the strive exerted over since the beginning of the 1980's carying by Unesco Secretariat and its European Centre for Higher Education in Bucharest (CEPES). The experts involved met at Unesco Symposium in Bucharest, 1980, and then in 1985 in the premises of the famous Charles University in Prague. Both meetings of experts proceeded to a unimous conclusion that the improvement of staff development shows itself and urgent issue.

The emphasis laid mainly on

- identification of content and methodic innovations incorporated in curricula at Universities exacerbating and incenting the betterment of staff development;
- the need in a systematic analysis of experience drawn upon individual countries of the European region endavouring the staff development;
- identification of the impact of innovation embeded in higher education on innovation of educational system in general, mainly at its lower levels.

The two meetings of experts, the assessment of questionnaire inquiry filled in by the participants of the Prague meeting, as well as the conclusions of discussion in Prague meeting's working groups collected vast and multiple information on trends and perspective directions in development forseen in the spoken field. Also the documents on endeavourment of staff development disseminated by the participants among the organizers of the Prague meeting presented valuable source of information.

Though the processing of relevant conslusions of information being at a disposal will take long-run systematic research, it still

allows us to formulate certain preliminary conclusions:

1) Higher education institutions in all countries of the European region have agreed, though in different extent, to solve the problems related to increasing quality of staff development;

2) The state of affairs in the field of organized endeavourment of staff development is variable in the respective countries of the European region. However, there is a certain grade of situational convergence and certain solution of a general character which may contribute to unfold open questions in order to increase the level of staff development.

3) It's becoming obvious that the means and efforts exerted over the solution of the respective problem area including the efforts over the extension and deepening of educational knowledge and skills of academic staff bring the remarkable effect and contribute unanimously to higher level of teaching-learning process at higher education institutions. The elimination of old-fashioned educational principles and methods is gradually being under way while the share of new and up-to-date educational methods in educational practice is gaining priority.

4) For its indisputable multuplicational effect the prime attention is devoted to endeavourment of pre- and in-service education of teachers involved in preparation of entering teachers and further education of teachers in-service, including the training master teachers responsible for induction training.

5) Special attention is given to upgrading the pre- and in-service education of teachers, namely their educational knowledge and skills, those teachers having graduated from technical, economic and other vocational higher education institutions and are enrolled as academic teachers.

6) An effort to establish pedagogics of higher education (university pedagogy) , its concept, goals and methods is being exerted. The area of setting the concept, goals and methods of university pedagogy is becoming an atractive and purposeful problem leading to deepening the regional and international cooperation,

namely in the field of information exchange.

7) Currently we can identify - though in rather simplified way- certain behavioural models of academic staff (teachers) and their impact on would-be-teachers and other specialists trained. Thus, the models lead us to deducation of the needs in improving staff development ensuring the level of embeding of educational practice in accord with socio-economic and cultural development of the respective society. Particularly we can contemplate over the fact which of the models identified must subject to certain modification, and which of them have to be supported and developed.

8) The improvement of staff development has become an integral part of the research on higher education, in higher education, and for higher education.

9) The more detailed investigation into the ways of improving of staff development in different countries and at different higher education institutions may be characterized through the content and structural approaches, specifically the share of educational training and other subjects over the general content of staff development, and thus gives the possibility of processing variable comparative and synthetic studies in the respective field.

The participants of the Prague meeting came to the conclusion that the regional, all-Eruropean cooperation should have been more intensified namely as regards the improvement of staff development and, in the purpose of that, the regional network of higher education institutions for improvement of staff development should have been established on similar basis as the cooperating network in Latin America region has been built up. Following are the major goals of activites within such a cooperating network:

a/ exchange of information, data and bibliography;

b/ exchange of experience in workshops;

c/ pooling of resources for the organization of joint studies on common training activities;

d/ creation of regional teams of educational researchers;

e/ production of regional inventories and other publications of pedagogical practices and experiences;

f/ academic exchanges.

At the consultative meeting of Unesco held in the premises of Utrecht University at the end of 1986 a concept of the European network of higher education for improvement of the staff-development was developed in the spirit of the Prague meeting's conclusions. The concept will be discussed further at the consultative meeting of experts of Unesco representing higher education in different countries of the European region (the University of Aveiro, Portugal, October, 1987). The cooperating network of higher education is to be introduced in 1988 with a considerable support of Unesco, its Member States, and non-governmental organizations and higher education institutions involved.

It's becoming obvious that the 1990's will mark a period of more efficient cooperation of European higher education institutions in the field of improvement of the staff development.

As follows, the other part of my paper is devoted to a brief characteristics of improvement of the staff development in the country which I have the honour to represent here, that is the C.S.S.R. [1/]

1/ See also Piskanin Andrei: System of pedagogical and psychological training of teachers in higher education in Czechoslovakia. A paper presented at the International Seminar on Staff Development, Algier, 1983.

There is well known the long lasting tradition of the higher education in the region of Czechoslovakia (Charles University 1348, Technical University of Prague, 1707). Neverthless, the conditions for a complex and rapid development of the higher education system have been created after 1945.

On the teacher of higher education institution very high demands are being set. The teacher has to be not only an eminent professional and researcher and to master his profession so as to offer his/her students latest theoretical knowledge, but also to teach well, to be able to explain the subject matter so that students comprehend it well and to be able to make students get interested in the subject. He/she has to possess adequate moral qualities, he/she has to be a personality, an attractive example for his/her students. We are aware of the fact, that it is not easy to satisfy all mentioned basic requirements imposed upon the teacher of a higher education institution. Shaping of the personality of a teacher is a long-term process, running spontaneously. The Czechoslovak higher education system has at disposal a great number of excellent teachers, researchers and other educationalists who became all thanks to their talent and effort without any organized assistance of the higher education institutions. But on the other hand, there are teachers who are excellent specialists in their profession and poor teachers. Owing to this fact, it often happens that they are unable to draw their students' interest in their subject, they are unable to approach students in such a way that they could understand the subject-matter. Simply, they are not able to employ up-to-date educational methods in

order to activate in a proper way students and facilitate in a decisive way their learning process. Poor knowledge of students and unsatisfactory fulfilment of programmes are educational results achieved by such teachers. The consequence of such situation is the necessity and purpusefulness of an intervention into the process of shaping of the teachers' personality and to influence this process. There are conditions created both for further rapid professional development of the teacher of higher education as well as for the development of his/her pedagogical knowledge and skill.

Higher education teachers realize their professional development mainly through the following ways:

1. Attendance of post-graduate courses offered by higher education institutions, institutes of the Academy of Sciences etc. These are attended mainly by young higher education teachers to complete and/or deepen their knowledge of new or related subjects. Participants are given paid leave so as to attend lectures, seminars and examinations.

2. Taking part in research in order to gain a scientific degree of Candidate of Sciences (CSc), an equivalent of the British PhD. This kind of research study lasts 3 years, when realized out of service, 5 years, when realized in-service. Participant of this kind of research study has to pass several examinations (the so-called candidate minimum) and to write down and publicly discuss (defend) a thesis. Gaining of this scientific degree as well as adequate publication of research results is the necessary precondition for promotion to the position of"associate professor".

3. Taking part in research activities resulting into obtaining a scientific degree Doctor of Sciences (DrSc) - higher level than the British PhD. This scientific degree can be obtained on the basis of gained research results, adequate publication activities, writing down, publicly discussing and defending the so-called doctors' thesis. Gaining of this scientific degree is the necessary precondition for promotion to the position of "pro-

fessor".

Research activities are at all an important part of the professional development of every higher education teacher. He is obliged to devote to these activities at least one fourth of his yearly working time, i.e. at least 500 hours. Another important part of the professional development is considered to study stays on research institutes and other higher education institution at home and/or abroad, mostly connected with participation in joint studies. Even though main interest of higher education teachers is devoted to research activities within the framework of their professional development, adequate attention of many of them, esp. of the young ones is given to the improvement in the field of educational and psychological knowledge and skills.

Contemporarily the need of organized educational and psychological education is satisfied mainly in the following way:

1) Courses of the educational minimum, designed mainly for young teachers-beginners and organized as a rule by Departments of Education of higher education institutions. The content of these courses gives fundamental knowledge of educational and psychological sciences. They last 6-12 months (in-service), containing 30-60 hours of lectures, seminars and other appropriate teaching activities. Courses are usually finished by a final examination.

2) Post-graduate courses of higher education pedagogy and psychology organized usually by Departments of Education of large higher education institutions (Charles University, Prague, Comenius University, Bratislava, Palacky University, Olomouc), lasting 1-2 years of in-service study, containing about 100-200 hrs of lectures and seminars.

The attendance of the above mentioned courses was organized in the past on a voluntary basis and as a matter of fact, the higher education teachers interest in the study of educational and psychological sciences was relatively low. The new act on

higher education passed in 1980 emphasized that further education - one part of it being educational and psychological - is a duty of every higher education teacher within the context of his/her lifelong education.

The contemporary system of educational and psychological training of higher education teachers is characterized by two levels:

I. Courses of fundamentals of pedagogics of higher education.
II. Specialized courses of pedagogics of higher education.

I. Courses of fundamentals of pedagogics of higher education

are designed for young higher education teachers with less than 5 year teaching practice on the higher education level. The goals of these courses are

- to provide teachers who have none or partial pedagogical education with fundamental knowledge of pedagogics of higher education, educational psychology and psychological aspects of the teaching-learning process on the higher education level;
- to stimulate teachers to a creative application of the newly acquired knowledge in their teaching and in dealing with educational problems;
- to influence the shaping of the teachers' personality and to provide him/her with stimuli for his/her further self-education (professional development).

Courses deal with five topics:

1) Introduction into the pedagogics of higher education (6 hrs) - social function of higher education institutions, subject, aims and tasks of the pedagogics of higher education, methodology of the pedagogics of higher education, transition problems from secondary to higher education.

2) Didactics of higher education teaching (22 hrs) - introduction into didactics, content of higher education, education, lecturing, rhetorics, forms and methods of teching, seminars and practice, individual learning of students, practice and

field work, assesment at the higher education institution.

3) System of communist education at higher education level (9 hrs) - aims and tasks of this education, content of the communist education (components: cognitive education, moral education, aesthetic education, physical education, practical education, formation of the scientific outlook), forms, methods and means of communist education at higher education institutions.

4) Psychological aspects of higher education (14 hrs) - essentials of educational psychology, psychology of teaching and learning, principles of learning, psychology of education, psychology of creativity, personality of the teacher of higher education institution, personality of the student of higher education institution, psycho-hygiene of the mental work.

5) Research activites and management on the higher education institution (9 hrs) - relation between educational and research activities on the higher education level - organization, planning, management of institutions of higher education, department's role in the system of higher education management, role of the head of the department (chair), information system of the higher education institution.

Methods and forms of education in these courses are corresponding to the aims and objectives of these courses, to their content, to the age and professional composition of participants. Individual study of compulsory and recommended literature is closely linked with the teaching and learning process of residential meetings. Activating forms and methods of teaching are prefered.

Courses of fundamentals of pedagogics of higher education are organized by the Institute for the Development of Higher Education in Prague and Bratislava. They take two terms and the teaching is organized as a rule in two one-week residential meetings (one meeting a term) and in continuously guided individual study of literature. Teaching activities cover 60 hrs for those participants who have none pedagogical education and 45 hrs for

those who are either graduated secondary school teachers or who graduated in educational sciences. Number of hours alloted to topics of the course curriculum covers both the time alloted to lectures as well as to other activating methods of teaching.

The study in these courses is completed by final examinations, the aim of which is to check whether participants achieved educational goals and objectives of courses and whether they are able to apply new knowledge in handling educational problems of their higher education institution. Examinations take place at the end of the second residential meeting and are composed of a written part and oral part. The written part consists of writing down a thesis, in which the praticipant deals with some of educational problems of his/her higher education institution utilizing the acquired new knowledge in the course and during individual studies. The extent of the thesis is ususally 20 pages at least.

II. Specialized courses of pedagogics of higher education are designed for teachers who have completed the course of fundamentals of pedagogics of higher education. Senior teachers (with 10 years and more practice) will have to pass these courses as well, even if they have not completed the course of fundamentals of pedagogics of higher education.

The goals of these courses are

- to deepen higher education teachers' knowledge in pedagogics and psychology of teaching on higher education level and make them acquainted with latest knowledge applicable in the teaching of the given subject,
- to increase the level of specific teaching skills and abilities and to develop teachers' abilities continuously to improve their own teaching activities.

Specialized courses of pedagogics of higher education vary according to subjects and are designed so as to draw attention of teachers to the process of learning. Outlines of these courses

are designed by the Institute for the Development of Higher Education in Prague and Bratislava.

The subject matter of these courses deals mainly with the following problems:

1) New trends and perspectives in teaching on the higher education level (modernization of the higher education teaching-learning process, innovations in the content and methods of education, up-to-date methods and means, the efficient use of educational technology, information technology, current problems of the improvement of the organization, planning and management on the higher education level).

2) Psychological problems of the improvement of higher education teaching (the role of formative influences in the shaping of the student's personality, current problems of psychology of education, current problems of psychology of work).

3) Improvement of research activities at higher education institution (methodology of research activities, implementation of research results in practice).

It is expected, that specialized courses of pedagogics of higher education will acquaint higher education teachers with the latest knowledge in educational psychology and educational sciences, that they will know and use in an efficient way appropriate activating teaching methods, educational and information technology and that they will be able to stimulate students' interest in the subject, that they will be able to explain topics clearly so that students understood and learnt it well.

An important feature of specialized courses of pedagogics of higher education is the fact, that they rest on research results as well.

Specialized courses of pedagogics of higher education are usually organized by higher education institutions, in some cases by mentioned Institutes for the Development of Higher Education in Prague and Bratislava. They last as a rule one year (in-ser-

vice). Within the course several short-time seminars take place (30-60 hrs). The main importance is given to the individual study of latest literature.

At the end of specialized courses a written thesis (20-30 pages) will be forwarded, where teacher will deal with current educational problems of his/her higher education institution. The thesis will be discussed at the teacher's department level and then evaluated by a commission appointed by the dean of the respective faculty.

An important advantage of specialized courses of pedagogics of higher education is the fact that it is not cost-consuming.

It is a matter of fact, that improvement of pedagogical and psychological knowledge and abilities of higher education teachers contributes to the improvement of the higher education teaching - learning process and in this way to better quality of training of students for the world of work.

References: 1) Piškanin, A.: System of pedagogical and psychological training of teachers in higher education in Czechoslovakia. A paper presented at the International Seminar on Staff Development at Algiers, 1983

2) Backgroung papers for the consultant meeting of Unesco experts "Network teacher training in higher education". University of Utrecht, Dec. 1986.

3) University Teaching and the Training of Teachers. Synthesis of responses to the questionnaire by participants. Unesco, CEPES and EIC-FET European Regional Seminar, Prague, 1986.